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ABSTRACT

The purpose of the project was to develop video tapes to be used as minilessons in the instruction of child day care center personnel. The tapes are of experienced and qualified teachers working with small children in 22 licensed day care centers in the Louisville area. Five curriculum units form the framework for organization of the taped lessons: understanding and guiding children under six, food for children in day care centers, creative activities for children in centers, planning a daily program for children in centers, and caring for infants in day care centers. Twenty-two video tapes, varying from 15 to 30 minutes, cover the major concepts in the five curriculum guides. The body of the document (54 pages) consists of the instructional packet, developed for use as a supplemental guide to the video tapes. It includes detailed concepts for each tape which are clearly identified by the title. (NJ)

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FINAL REPORT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROJECT NUMBER: H 28883 - 01

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TITLE OF PROJECT: DEVELOPING MINI LESSONS ON VIDEO TAPE FOR USE IN UNITS OF INSTRUCTION FOR CHILD - DAY CARE CENTER PERSONNEL

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ABSTRACT

Title of Project: Developing Mini Lessons on Video Tapes for Use in Units of Instructions for Child - Day Care Center Personnel

Project Duration: July 1, 1974 - June 30, 1975

The purpose of the project was to develop black and white video tapes that would result in mini-lessons for use in units of instruction for child day-care center personnel. These video tapes were to be supplemented with a guide to their use of the tapes outlining the basic concepts in each. In addition, colored slides have been made to illustrate significant action in the films.

Such a training packet would serve many groups interested in upgrading education of personnel in early childhood centers. It should also make more vital and interesting teaching than formerly used lecture - discussion methods.

Teachers should find this use of video tape lessons stimulating and relatively easy.

Cooperation between a variety of agencies in Kentucky concerned with improved day care centers could be stimulated by sharing these new type teaching aids.

Vocational education is concerned with career education for many - especially women and minority groups. The results of this project should serve as one useful tool in promoting such education.

INTRODUCTION

The purpose of the project was to develop video-tapes that would result in mini-lessons for use in units of instruction for child Day-Care Center personnel.

In the rapidly developing institutions of the Day-Care Centers, Early Childhood Development Centers, traditional nursery schools, a great number of women are seeking employment. Many of these persons have little or no formal training for this work.

The need for teaching such persons is high on the list of priorities for vocational home economics in occupational education. Home economics includes the major concept base for infant and child development education.

The rapid growth of such centers operated in Kentucky has resulted in many requests to Home Economics Units in colleges and universities, local high schools, and the Home Economics Unit in the Bureau of Vocational Education to assist with preparation of personnel to work in these centers. Such job opportunities as those included in working with small children in these centers should be presented to young persons in secondary schools, to persons in post-secondary training situations and to persons desiring employment of this type. Various types of on-the-job training have been offered for several years to these groups of individuals. This need continues. Mothers of infants and small children will continue to join the work force in increasing numbers and must have safe and educational centers in which to leave their children.

The development of a new type of teaching aid - the video tapes - in addition to slides of some of the most significant action in some of the centers was undertaken to supplement the already developed Five Units of Curriculum Materials which the Home Economics Unit in the Bureau of Vocational Education has been using in training classes for the past several years.

It was hypothesized that filming on location in centers where experienced and well qualified teachers were working with small children would make the teaching more interesting and vital to the learners, i.e., those needing upgrading in their knowledge and those wanting to learn good early childhood education practices and principles.

It was also hypothesized that it would be easier to secure better teachers for this upgrading education of center personnel if the teachers had new-type audio taped lessons to work with.

Thirdly, if these tapes with concept outlines accompanying were available on request through the Bureau of Vocational Education, Home Economics Unit, other agencies cooperating in Kentucky to improve early childhood education could more efficiently share such knowledge through use of the video tapes.

ACTIVITIES AND ACCOMPLISHMENTS

After the decision was made that the resources available at the University of Louisville could meet the needs established earlier, the project began in July 1974.

Contacts were made with a variety of professionals knowledgeable in the area of early childhood care and education and with persons who agreed to serve as consultants in the Louisville, Kentucky area.

The setting for the project included selected day care centers and nursery schools in the Louisville area where filming of the video tape material would take place as well as the AV-TV staff of Instructional Services at the University of Louisville. Some important criteria for the selection of the centers included:

1. A licensed center meeting standards of the Kentucky Bureau of Human Resources. Willingness on the part of the director of the center to participate in such an undertaking as making video tapes to be used for instructional purposes on a State-Wide basis.

2. Quality of teaching observed in the centers as they were visited.

3. Physical aspects such as size and lighting of the centers. These were important criteria because many excellent centers did not lend themselves to good filming. Cameras, lighting equipment, sound equipment, many feet of heavy duty wiring and the cameramen themselves all require space and good lighting is necessary for quality filming.

4. Types of programs followed in centers.

5. Rapport between directors, teachers and other personnel as near as could be ascertained on repeated visits.

6. Variety in type of support for the programs, proprietary, voluntary, public.

7. Ages of infants and children enrolled.

8. Capacity of number of children.

9. Travel distance from the University of Louisville.

Advice and counsel about centers and teachers was frequently sought from the Bureau of Human Resources, 4C, and other faculty at the University of Louisville in the Psychology Department, School of Education, and Home Economics.

Forty centers were contacted. Location filming took place in 22 centers. After all the screening with the above criteria in mind 15 centers were finally used in making the video tapes. Much trial and error and many "dry run" actions are a necessary part of the type of production research. Study of the basic concepts in the original Five Units of the Curriculum Guide, i.e., Infant Care, Understanding and Guiding Children Under Six, Planning a Daily Program, Creative Activities for Children in Centers and Food for Children in Centers, had to take place in order to determine which concepts might best lend themselves to location filming and to TV studio production.

Current references in child development and early childhood education were frequently studies to help guide the project director in the selection of the most essential concepts which would lend themselves to TV filming and studio production.

After surveying many centers, reading and study, consultation about the subject matter and possible setting of the tapes, attention had to be given to learning much about TV studio production - the processes, possibilities, and limitations of this media as a teaching tool.

Tapes made by other faculty at the University of Louisville were viewed and analyzed for relevent strengths and weaknesses and trial runs and rehearsals took place to strengthen the knowledge of this project director.

It was also necessary to project to cameramen and other University TV studio personnel what was wanted in the tape series and to learn from them also about the possibilities and impossibilities in the development of the tapes for teaching child care and development as filmed in real life center situations.

In describing methodology of the project steps following the above actions it should be evident that scheduling of location filming also presents important procedures and some problems.

After identifying a specific center on a specific date set for location filming, getting permission to film from director or teacher, determining the availability of the cameramen, their equipment, getting to the center on time, assisting with the filming and remaining at the center to discuss the results of the filming were responsibilities for the project director. The complexity of the urban setting, where the centers were, the location of the University of Louisville campus in the larger civic setting, loading and unloading equipment and people on time were factors to deal with in the planning of location filming. Weather through the 1974-75 year in the community was not be overlooked. Some types of location filming activities were inhibited by temperature extremes, floods, illnesses in centers. This needs to be understood in planning such filming in real life centers for early childhood education. Centers open with important activities between 6:00 and 6:30 a.m. and children are picked up by 6:00 p.m. in most centers. These hours represent long work days for personnel involved.

After location filming, viewing the film is a necessary procedure for a director to follow because identifying the parts of the films which best reflected concepts undergirding the specific tapes to be developed had to be done if the tapes were to be meaningful. Hundreds of feet of excess filming was made from which specific small segments were used.

TV studio production has been a very important process to learn about and be engaged in. Studio personnel at the University of Louisville have proven to be demanding experts to work with although the project director did not aspire to the level of production which more time and study could help to achieve.

Script writing was necessary in order for cameramen, production director and participants from the centers and other resource people to understand tape development.

Securing studio guests, introducing them to procedures and routines, scheduling studio productions were all important processes for the project director to initiate.

Two to two and one half hours of studio time was usually required for the production of each of the 24 tapes finally developed.

RESULTS

Twenty-two video tapes were developed covering the major concepts in the Five Curriculum Guides. The tapes vary in length from 15 to 30 minutes depending on the subject matter concepts to be covered, the action filmed, desirable use of the studio time and personnel and guest presentations.

The titles of the finished video tapes are:

Tape 1. Infant Care in Day Care Centers.
Tape 2. Parents and Centers.
Tape 3. Environment of the Center.
Tape 4. Needs of Children Up to Two Years as Met in a Center.
Tape 5. Play and Play Equipment for Toddlers.
Tape 6. Foods for Toddlers.
Tape 7. Food Preparation and Food for Infants and Toddlers.
Tape 8. Safety of Food in Centers.
Tape 9. Toddlers in a Morning Program.
Tape 10. Creative Activity with Two Year Olds - Finger Painting.
Tape 11. Three Year Olds and a Morning Program.
Tape 12. Four Year Olds and a Morning Program.
Tape 13. Story Telling.
Tape 14. How To Tell Stories and Use Story Books.
Tape 15. Dramatic Play - Four Year Olds - House Keeping.
Tape 16. Music, Rhythms with Four Year Olds.
Tape 17. Creative Activity with Four Year Olds - Clay, Collage, Sponge Painting.
Tape 18. Five Year Olds in a Morning Program.
Tape 19. Science and Small Children.
Tape 20. A Science Experiment with Four Year Olds.
Tape 21. Food for Special Occasions.
Tape 22. Special Events in Center Programs.

The Instructional Packet which has been developed to use as a supplemental guide to the video tapes includes detailed concepts for each tape which is clearly identified by the title of the tape as listed above.

The titles of the tapes have been listed by a copy of the original lessons as presented in each of the Five Units of the Curriculum Guide. Hence the teacher using the tapes will know exactly how the content related to the original Curriculum Guide printed materials. Following is this combined outline:

CURRICULUM GUIDE UNITS AND LESSONS

WITH PERTINENT TAPES IDENTIFIED

Unit I: Understanding and Guiding Children Under Six

Lesson 1. Principles of Child Guidance

Lesson 2. Principles of Growth and Development

Tape 4 - Needs of Children Up to Two Years as Met in a Center
Tape 2 - Parents and Centers

Lesson 3. Understanding and Guiding the Two Year Old

Tape 9 - Toddlers in a Morning Program
Tape 10 - Creative Activity with Two Year Olds - Finger Painting

Lesson 4. Understanding and Guiding the Three Year Old

Tape 11 - Three Year Olds and a Morning Program
Tape 3 - Environment of the Center

Lesson 5. Understanding and Guiding the Four Year Old

Tape 12 - Four Year Olds in a Morning Program
Tape 15 - Dramatic Play - Four Year Olds - House Keeping
Tape 17 - Creative Activity with Four Year Olds - Clay, Collage, Sponge Paint

Lesson 6. Understanding and Guiding the Five Year Old

Tape 18 - Five Year Olds in a Morning Program

Unit II: Food for Children in Day Care Centers

Lesson 1. Food Children Need

A. Organizational Procedures
B. Nutritional Needs

Tape 6 - Foods for Toddlers
Tape 7 - Food Preparation and Food for Infants and Toddlers

Lesson 2. Food as Children See It

A. Seeing Food
B. Individual Eating Habits
C. Mealtime Routine

Tape 6 - Food for Toddlers
Tape 11 - Three Year Olds and a Morning Program
Tape 9 - Toddlers in a Morning Program

D. Table Service
E. Snacks

Lesson 3. Main Dish Foods

A. Main Dish Meats
B. Meat Substitutes
C. Cycle Menus

Lesson 4. Foods that Follow

A. Nutritional Value of Fruits and Vegetables
B. Preparation of Vegetables

Tape 7 - Food Preparation and Food for Infants and Toddlers

C. Purchasing, Cost, Receiving

Lesson 5. Cost, Care and Safety of Foods

A. Cost Comparison
B. Sanitation
C. Safety

Tape 8 - Safety of Food in Centers

Lesson 6. Foods for Fun

A. Special Occasion Foods

Tape 21 - Food for Special Occasions

B. Table Settings
C. Table Decorations

Tape 21 - Food for Special Occasions

Unit III: Creative Activities for Children in Centers

Lesson 1. Setting the Stage for Creative Activities

A. Organizational Procedures
B. Meaning and Importance of Creative Activities

Tape 4 - Needs of Children Up to Two Years as Met in a Center

C. Environment Conducive to Play

Tape 3 - Environment of the Center

Lesson 2. Arts and Crafts for Preschool Children

A. Types of Arts and Crafts Activities

Tape 10 - Creative Activity with Two Year Olds - Finger Painting
Tape 17 - Creative Activity with Four Year Olds - Clay, Collage, Sponge Paint

B. Values of Arts and Crafts Experiences
C. The Adult's Role in Arts and Crafts Activities

Lesson 3. Books, Stories and Periodicals

A. Books, Stories and Poems

Tape 13 - Story Telling
Tape 14 - How to Tell Stories

B. Periodicals for Children and Adults
C. Finger Plays

Lesson 4. Experiences with Music and Rhythms

A. Providing Experiences with Music

Tape 16 - Music, Rhythms with Four Year Olds

B. Singing in Centers
C. Children's Records
D. Rhythms

Tape 16 - Music, Rhythms with Four Year Olds

Lesson 5. The World Around Us

A. Science Activities

Tape 19 - Science and Small Children
Tape 20 - A Science Experiment with Four Year Olds

B. Trips and Excursions
C. Experiences with Numbers

Tape 18 - Five Year Olds in a Morning Program

Lesson 6. Seasonal Activities, Special Occasions

A. Seasons of the Year

Tape 21 - Food for Special Occasions
Tape 22 - Special Events in Center Programs

B. Holidays
C. Birthdays

Unit IV: Planning a Daily Program for Children in Centers

Lesson 1. Defining a Good Child Care Program

A. What is "Program"?

Tape 3 - Environment of the Center

B. Goals of a (full day) Preschool Program

Lesson 2. Developing a Child-Centered Program

A. Needs of Preschoolers

Tape 1 - Infant Care in Day Care Centers
Tape 4 - Needs of Children Up to Two Years as Met in a Center

B. Characteristics of a Good Preschool Program

Tape 9 - Toddlers in a Morning Program
Tape 11 - Three Year Olds and a Morning Program
Tape 12 - Four Year Olds and a Morning Program
Tape 18 - Five Year Olds in a Morning Program

C. The Daily Schedule

Lesson 3. Planning the Program

A. Principles of Planning
B. Advantages of a Well-Planned Program
C. Results of a Poorly Planned Program
D. How to Plan
E. Long-Range Plan
F. Short-Range Plan

Lesson 4. Developing the Environment

A. Equipping the Center

Tape 3 - Environment of the Center

B. Room Arrangement

Lesson 5. Guiding Routines

A. Key Ideas in Planning Routines
B. Guidance Techniques for Routines
C. Arrival at the Center

Tape 1 - Infant Care in Day Care Centers

D. Health Inspection
E. Toileting and Washing
F. Meals and Snack Time
G. Rest and Sleep

Tape 1 - Infant Care in Day Care Centers
Tape 3 - Environment of the Center

H. Dressing
I. Departure

Lesson 6. Preventing Problems

A. Transition Period
B. Setting Appropriate Limits
C. Discipline
D. Techniques for Preventing Problems
E. Summary, Evaluation and Recognition

Unit V: Caring for Infants in Day Care Centers

Lesson 1. Patterns of Development and Needs of Children From Birth to Two Years

A. Basic Needs of Infants

Tape 1 - Infant Care in Day Care Centers
Tape 2 - Parents and Centers
Tape 3 - Environment of the Center
Tape 4 - Needs of Children Up to Two Years as Met in a Center

B. Stages of Development
C. Principles of Development

Lesson 2. Environment Provisions for Growth and Development

A. Records
B. Qualifications and Duties of Staff
C. Equipment and Space Requirements

Tape 5 - Play and Play Equipment for Toddlers
Tape 9 - Toddlers in a Morning Program

D. Hygiene
E. Health
F. Safety Practices

Lesson 3. Daily Care of Infants

A. Identification of Problems of Infants
B. Techniques of Caring for Infants

Tape 1 - Infant Care in Day Care Centers

C. Responsibilities of Staff

Tape 2 - Parents and Centers

Lesson 4. Daily Care of Infants

A. Additional Problems of Infants
B. Additional Techniques of Caring for Infants
C. Additional Responsibilities of Staff
D. Daily Schedules Suitable for Infants

Lesson 5. How Infants Learn

A. Learning Through the Five Senses
B. Play Activities
C. Role Play in Infant Development

Tape 4 - Needs of Children Up to Two Years as Met in a Center

D. Responsibilities of Staff in Supervising Play

Tape 3 - Environment of the Center
Tape 1 - Infant Care in Day Care Centers

E. Toys for Infants and Toddlers

Tape 3 - Environment of the Center

F. Play Equipment for Infants and Toddlers

Tape 2 - Parents and Centers

Lesson 6. Construction of Developmental Toys

A. Mobiles
B. Rattles
C. Puzzles
D. Stacking and Nesting Toys
E. Pull Toys

Next is presented the series of individual tapes with basic concepts and some outline of the content of the tapes.

This is entitled The Instructional Packet for Use With Video Tapes For Child Day-Care Center Personnel.

THE INSTRUCTIONAL PACKET FOR USE WITH VIDEO TAPES

FOR CHILD DAY-CARE CENTER PERSONNEL

The instructional packet will consist of 21 video tapes ranging from 15 to 30 minutes in length. They are entitled:

Tape 1. Infant Care in Day Care Centers
Tape 2. Parents and Centers
Tape 3. Environment of the Center
Tape 4. Needs of Children Up to Two Years as Met in a Center
Tape 5. Play and Play Equipment for Toddlers
Tape 6. Foods for Toddlers
Tape 7. Food Preparation and Food for Infants and Toddlers
Tape 8. Safety of Food in Centers
Tape 9. Toddlers in a Morning Program
Tape 10. Creative Activity with Two Year Olds - Finger Painting
Tape 11. Three Year Olds and a Morning Program
Tape 12. Four Year Olds and a Morning Program
Tape 13. Story Telling
Tape 14. How to Tell Stories and Use Story Books
Tape 15. Dramatic Play - Four Year Olds - House Keeping
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Tape 18. Five Year Olds in a Morning Program
Tape 19. Science and Small Children
Tape 20. A Science Experiment with Four Year Olds
Tape 21. Food for Special Occasions
Tape 22. Special Events in Center Programs

This variation in length depended on circumstances when taping as well as the concepts to be covered. Filming on location and in the TV studio necessarily influenced timing. For example Tape 21 and 22 are on the same tape because there was no logical place to stop in the studio on filming Food for Special Occasions and Special Events in Center Program. Tape #7 is also longer than 15 minutes since TV studio situation required longer to cover Food Preparation and Food for Infants and Toddlers.

The subject matter covered in these tapes include all of the content in the Five Teaching Guides developed earlier by home economic specialists. under the direction of the Bureau of Vocational Home Economics, Division of Vocational Education. Some of the lessons did not lend themselves to

to the television medium. Some of the lessons presented duplication of concepts included in other lessons in the Guides.

Tape numbers and titles are listed under each of the lessons in the Five Guides. Some tape numbers are listed more than once since it seemed to the director of the project that the tapes could be used in more than one lesson.

Each of the concepts in the video tapes is written up in such form that a teacher using the tape will know exactly what the basic concepts are as included in that tape.

It would seem more desirable that a copy of the Tape Content accompany each of the video tapes as it is requested for use. No provision is made for this in the Project herein reported, but it is recommended as a part of the dissemination plan that a master set of each tape content be developed and duplicated as needed to be sent to accompany the specific tape with which it is identified.

With reference as to the 21 video tapes, if a teacher has access to the Five Teaching Guides, she could send for the tape or tapes which are most explicitly related to the lessons in the Guide; review the written concept outline of the tapes identified and plan her lessons accordingly.

It is the conviction of the developer of the tapes that the teacher having all three sources of aid, i.e., the written Guide lesson, the concept outline related to the tape, and the tape itself would be able to develop the most meaningful lesson possible after viewing the tape, the action shown and the concepts underlying the tape outline and the lesson outline.

Since it is easy to stop and start and replay the video tapes on the machine, an opportunity is provided the teacher to do this as a lesson is developed and reviewed.

The level of the learnings can be closely related to the concepts of both tape and written outline.

This learning packet is designed for personnel training for individuals learning to be day care/early childhood center workers as well as for upgrading personnel already in such work.

Directors of centers already experienced in such work have expressed the conviction that a number of different levels of workers will be aided by viewing these tapes and discussing the basic concepts.

The color slides when they are available will also be keyed to the tapes to which they are basic.

TAPE #1

TAPE TOPIC: INFANT CARE IN DAY CARE CENTERS

Today's video tape is about infant care in day care centers with emphasis on the beginning of the infant's day in such a center and what makes a good environment for baby. In the studio is a director of an early childhood development center and a high school home economics teacher of child development. They will call your attention to some of the most important things you will be learning. The filming took place between 6:00 and 7:00 a.m. on a cold winter morning as children were being brought to the center.

You see in the background, babies in their cribs, teachers holding babies - correctly - the neat kitchens in the background and mothers and fathers coming and going in the hallway to deliver their babies to the center.

It is important to make these parents feel at ease when they leave their children in the care of the center personnel.

It is important that the babies feel comfortable and loved as they are left in this environment.

Each child here has his outer clothing removed and is held for a bit by the worker before being placed in his crib. Holding the baby and providing correct support for his body is important. When placed in his crib he feels warm, gentle hands settling him for napping.

If it is time to feed the babies they are held correctly, their formulas and baby food are correctly heated after being refrigerated until time for their use.

The temperature of the babies rooms at the center need to be warmer for them than rooms for the older children in the center.

There are simple toys available to babies in the cribs. All equipment is scrupulously cleaned everyday.

Babies are played with, held by considerate adults, and are given an opportunity to move freely around with suitable toys.

Attendance records are carefully kept on each child as he is brought to the center.

This beginning of the infants day in a center is important. All of the staff must be dedicated to their care. They will see to it that there is a good schedule for these small children - a balance of rest, play, comfort, food and attention to their body needs as well as their development. All this must take place in a hygienic as well as an attractive and stimulating environment.

TAPE #2

TAPE TOPIC: CENTERS AND PARENTS

The basic concepts underlying the mutual concerns which parents and center personnel share:

A. What should a parent expect of a center?

1. Physical facilities that are cheerful and provide a stimulating, healthful environment where children will be safe and secure.
2. Facilities both indoors and outdoors which are adequate for a well rounded program.
3. Teachers and staff who love and respect small children.
4. Teachers and staff who can maintain a positive environment.
5. Teachers and staff trained and experienced in the art and science of child guidance.
6. A program which provides sound educational experiences with a balance of rest, play, comfort, and food.
7. A program and a staff which shows concerns for mental, emotional and social adjustment of children including developing independence also.
8. A program and staff which help children to learn, explore, experiment through play.
9. Wholesome, adequate food served in an environment which encourages good eating patterns.
10. Discipline through wise, consistent guidance which results in respect for the image of authority - not fear induced.
11. A happy atmosphere in the center.

B. What should a center expect of the parents or other family of the children enrolled in a center?

1. Interest in the center and its program.
2. Cooperation with program and staff.
3. Healthy children sent to the center.
4. Physical exams for the children as requested/needed.
5. Clean children.
6. Extra clothing and other supplies requested for children.
7. Frequent contacts with the center.
8. Notification to center about illness or injuries to children which would cause absences.

9. Promptness in delivering and pick-up of children.
10. Promptness in meeting financial obligations.
11. Sharing concerns and interests about the children in the center.
12. Explicit information about who is to be notified and how they can be reached in case of illness or an accident.
13. Who is authorized to pick-up the children from the center.

C. There are excellent written materials available that many of you know about but sometimes forget to read.

1. Standards and Regulations for Day Care Centers - Department of Human Resources, Frankfort, Kentucky - All centers must have copies of this bulletin, since it does relate to licensing requirements. It would be good for parents to also know of its contents. Perhaps a copy should be displayed in every center.

2. Woman's Bureau - U. S. Department of Labor -- presents interesting free materials also on Day Care Facts.

Many agencies are concerned about good early childhood opportunities.

TAPE #3

TAPE TOPIC: THE ENVIRONMENT OF CENTERS

Introduction: There are many diverse types of centers for the development and education of young children. They may be public or private, research oriented or serve as teaching training laboratories.

All of them are likely to have some common element - according to most experts in the field of child development.

All such centers stress four broad areas of care and guidance. These are:

1. The child's physical well-being - protecting his health and safety, providing nutritious food, setting aside time for toileting and washing, allowing space in which to move and practice body control, give time for rest and relaxation.

2. The educational needs of the child - equipment and materials interesting and stimulating, encouragement of each child to express his interests through materials, language, music, providing a group setting that will promote cooperative stimulation for learning.

3. Provision for social learning - recognizing child's need to get along with other children and adults - provide materials that enable children to enjoy playing together - help the child to develop techniques that will make him an acceptable member of a group.

4. Provision for emotional growth by making him feel needed and wanted; by helping him to become independent; by guiding him toward releasing his feelings in acceptable ways.

Examples of two such centers are shown.

First - The infants and toddlers are shown in their neat cribs resting or playing on a carpeted floor with a variety of good toys. They are safe push-pull toys. A low table with large puzzles on it - large pieces which some toddlers might experiment with. There are alert teachers here. They provide security for the infants - helping them a bit with

their play or supervising their rest. Then the room is being prepared for lunch and serving nutritious, safe food.

Next is shown an environment where a variety of activities are going on for three year olds, four year olds, and five year olds. There is mutual stimulation in the counting and identification game going on with the teacher where the children in the group are quiet and attentive.

Then you see a bit of the housekeeping unit and imaginative play there - the water play table which always is of interest. You are aware of the variety of free play for some children and structured activities for others.

A view of the art work around the room reminds you of the creative activities which have been carried on also.

There is also a brief view of an indoor gym.

Once again it is snack time in the center. These children are growing in dependability, cooperation and developing many interests. Their teachers find them responsive to the activities provided.

Summary: Thus we have seen examples of Good Environment for young children in centers for early childhood education.

1. Their physical well-being is protected.

2. Their educational needs are encouraged according to their age and maturity.

3. Their social learning is guided.

4. Their emotional growth is provided for as they learn to handle their own feelings in these positive settings.

TAPE #4

TAPE TOPIC: NEEDS OF SMALL CHILDREN IN CENTERS

The topic today is that of needs of small children in centers. "The personnel in the centers carry a lot of responsibility for the infants and young children left in their care.

Day care is a program of child care and training which is designed to assist the family which needs or wishes to delegate part of the responsibility for providing care and development opportunities for their children.

Nursery schools aim at providing sound education experiences for young children.

Different types of early childhood centers have different types of programs and teachers.

A director of a day care center is here today to help present the lesson. Will you list some of the needs of small children that you and the teachers and aides in your center believe are important?"

Director:

The basic operation of a child care center should be planned to meet the needs common to all children. These needs are:

To be loved and wanted.
To have physical care and supervision.
To feel secure and protected from anxiety and fears in any emergency.
To become independent.
To grow, develop, and achieve as an individual.
To learn, explore, and experiment through play and play activities.
To gain approval, feel significant, and be accepted by peers and adults.
To respect the image of authority -- teachers and parents."

"Please comment on the specifics of the infants' needs."

Director:

"Infants are dependent, helpless, and unsocial. Their basic needs are hunger, warmth, sleep, elimination of body wastes, and physical contact.

Growth is continuous and follows a predictable pattern. Growth takes place in spirals -- rapid progress towards a new skill may slow down or even regress as the child seeks to master the skill through practical repetition. The child's behavior is constantly being influenced by his own individuality, the environment, and the stage of development he has reached.

Developmental stages are the result of motivation and learning.

The developing infant learns to do things for himself more readily if he receives encouragement from others.

Each child goes through the same stages of development but the time spent in each stage may vary greatly.

Because of this variation in development, a stage that one child reaches in eight months may not be reached by another child until twelve months.

Let's watch some of the action with infants and toddlers at a center that show these children's learning in:

Language skills
Socializing
Large and small muscle play

We will hear one of the teachers talking to the children and to us.

(The film shows:

Babies playing
Sitting at table - reaching for and holding graham crackers, eating
Finger painting with help
Reaching for toys hung on cribs
Teacher talking to children - showing bird in cage - encouraging children to touch - not to be afraid
Teacher changing baby's diaper - washing the baby - talking quietly)

Film might include slightly older children - 2 - 2 1/2 - 3 and 4, working with paste - paint.

(Need comment on changing their groups as they mature a little.)

Filming moves to outside step where teacher is talking:

"We take children from 6 weeks to 18 months or 20 months -
"More than just baby sitting -
"Help them learn - they try to say words - develop language when talked to -
"They express themselves -
"We don't scold them or raise our voices -
"We protect them so they won't get hurt - give them confidence -
"They get outside air on good days when they are well -
"They eat good meals -
"They see other children and develop some socializing -
"We have seen both large and small muscle play -

"Please add some summarizing comments on today's topics of the Needs of Small Children and Workers in Centers.

(1) Worker needs natural affection for children
(2) Concern for well-being
(3) Understands a good schedule for the children
A balance of rest, play, comfort, food
(4) Understands the characteristics of babies and small children
(5) Give optimum care
(6) Understands good toys and equipment and use it creatively to help the child's development

Summary:

"The personnel in centers like this one are busy, dedicated, responsible people who want to learn all they can about infants, small children and their positive development."

TAPE #5

TAPE TOPIC: PLAY AND PLAY EQUIPMENT FOR TODDLERS

Introduction: Today our topic is the concept of play and its importance for the development and learning of infants and toddlers. They learn through their senses by seeing, touching, tasting, smelling and hearing. They learn by imitating others, trying out new toys, experimenting. They learn through the encouragement of teachers to try out play equipment.

One important role of day care worker and of the day care center is to broaden the child's understanding of his world. One of the ways of doing this is through play.

Let's watch these one to two year olds in the morning in their inside play period.

(The film will include 10 - 15 children, three teachers, and many toys. The children will be pulling and pushing toys, rolling balls, climbing padded stiles, carrying dolls and other soft toys, putting nesting blocks and cups together, pushing beads together which fit into one another, climbing into well-balanced toys -- teachers will be talking and singing to children and etc.)

1. "First, what do we see about these childrens' physical development?" "Their heads are large in proportion to the rest of their bodies. They are slightly top heavy - their balance is not very sure - they sit and fall down often. Some of them can climb, run, jump, push, pull. They often hold on the chairs and tables. Their motor coordination is variable - usually better for their large muscles than their small ones. Their fingers grasp objects tightly but quickly let toys fall. They do not see well at distances - the eighteen months and younger often run into objects. Of course, within this one year age span there are many differences between the children and their physical development."

2. "What are some of their social traits shown when playing?" "They often play alone. They don't know how to share toys. They turn to adults for contact rather than other children though they may not want to be touched or held on to. They may put things into your lap though they may also seem shy at times."

3. "What are evidences of mental ability we are seeing?" "They are often curious. They want to try out new toys. They will repeat some activities. Their attention span is short so they often go from one toy to another. However, sometimes they are content with one activity. They need help and guidance from the adults. They are often negative as they approach two years of age. Their speech varies from squalls and grunts to two and three word sentences.

4. Summary:

"We can see that these toddlers are learning through their senses when playing. They touch new toys with some interest, examine them, put them in the mouths, squeeze them, bang toys on the floor and tables enjoy noises. They listen, they look, they touch and they hear.

5. "What does all this action we are seeing mean for the workers, caregivers, in the day care center?" "They need to give constant supervision to protect the children from fatigue and physical harm. They need to help guide children from one activity to another - help with their interests and development. They try to help the little ones develop self confidence. They show love and affection - hold them when they need and want cuddling. They need to play with each child - talk to them, sing to them. Teachers also need to help toddlers with their disputes and try to substitute positive for negative guidance."

6. "The center itself serves as the daytime environment for these small children where major responsibility for their development and learning is taking place. Therefore, the toys and equipment are important. Some reminders include:

1. Enough toys need to be provided so that each child can be offered four to five different ones to play with every day.

2. There should be a variety in the toys in their shape, color, texture.

3. The toys should be constructed so that they are safe - no rough edges or paints, no toxic paint, no small pieces which the children can remove and swallow or hurt themselves with. They should all be easily cleaned daily.

4. The toys should encourage creeping, walking, riding, climbing. They should stimulate the child's interest and creativity - are such that he can use them independently.

In addition to such a good inside environment as the one we have been viewing, the center should also provide outdoor areas for the children so that in good weather they can be learning through sensory development. (As film is ending .....

"These children are getting tired now and will be getting their lunch and rest soon. The exercise they have been enjoying promotes good appetite and healthful sleep."

Ending:

"Today we have had a chance to view small children toddlers one to two years old learning through play with good toys in a happy environment.

TAPE #6

TAPE TOPIC: FOODS AND EATING FOR THE YOUNG CHILD

"Today our topic is about the importance of foods and eating in the lives of small children in day care centers. You will see some movies of these children eating their noon meal and hear some comments on the importance of this topic from Miss Inez Webb. Miss Webb is a Professor of Nutrition at the University of Louisville. I should like to present her at this time - Miss Webb

Would you begin the discussion about the kinds of food important for the 1 - 2 year old?"

Miss Webb:

"In this 2nd year of the young child's development he needs the same nutrient requirements as in his first year - a balance of:

(1) Milk and milk products
(2) Protein foods such as eggs, meat, poultry, fish, cheese, dried peas, dried beans, peanut butter
(3) Vegetables and fruits - with emphasis on dark green and yellow vegetables and simple fruits either fresh or canned
(4) Breads and other cereals

"Here is a chart which can serve as a basis for planning the young child's basic daily diet. (Show a Basic Four mounted on portable easel)

"In the day care center baby's food needs may be met by:

(1) Breakfast of milk and cereal shortly after he arrives at the center
(2) Mid-morning snack of fruit juice (one of those high in Vitamin C (ex.) and a cracker or two
(3) Lunch consisting of a protein (meat, egg, cheese, fish, poultry), a green vegetable, fruit, small servings of buttered bread or cracker, milk after these other foods
(4) Early afternoon, after his nap, a small snack of juice and cracker. His supper is likely to be eaten at home after leaving the day care center (and should include:)

"Let's watch some small children eating their noon meal. They have just finished a period of active play so they should be hungry.

Miss Webb:

"Comments on what they are eating
"Comments on equipment and servings
"Comments on how they are eating

"What are some of the important learnings you wish to stress with reference to food, eating and the development of these 1 - 2 year olds?"

Miss Webb:

"Their differences, sizes, development, abilities -
The center's equipment?
Food preparation?"

"These children are getting tired now - are ready for their naps."
"Miss Webb, what summarizing comments would you make on today's presentation to help guide the day care center directors, teachers, cooks about feeding small children?"

"(Review Basic Four - use chart again - etc.)

"Thanks for your help with this important concept of Foods and The Young Child.

Several times you have commented about the preparation as well as the choice of foods for these smaller children. I hope you will present another lesson very soon on these topics. This ends today's presentation.

NOTES

FOODS FOR TODDLERS

(Transition From Infant)

Noon meals for the toddler are important. They have had a snack of fruit juices, a cracker or perhaps a piece of cheese in mid morning - then a period of active play so they are likely to be really hungry at noon.

Lunches might include a meal such as fish sticks, a green vegetable - such as green beans, or broccoli, jello with fruit, small servings of buttered bread and milk.

That is what we see these children up to 2 years are eating. Some of these children shown here are seated in high chairs and the care givers are helping to feed them. Some of them are able to sit in their own small chair with its' tray. Their dishes are small, light weight, easily handled. They are learning to use spoons but they also like to eat with their fingers. Their milk is in sturdy cups. They drink this after the other part of their meal is served on their plates.

Foods for 1 to 2 Years

One change - reduced food intake from the 10 months - 1 year.

Smaller appetite due to slower growth rate
No reason for concern - just important to see that his total nutrient intake will be adequate
Diet during the 2nd year is important for optimum growth and development and also to instill basically sound dietary habits for life
The basic four food plan should still be followed as a base for planning the toddlers meals

Milk though still an important food in order to build bones and teeth should not be magnified out of proportion or at the expense of other foods. He needs from 2 - 3 cups per day.

Meat is important and may cause special problems because of his difficulty with chewing, some meats served to older children and adults. A guideline to follow about amounts needed is the equivalent of two tablespoons of meat twice a day. Some children still growing may need more than this amount. What kinds of meats are desirable for these toddlers? Recommended are: sauteed strips of liver, hamburger, meatloaf, lightly seasoned lunch-meats, tender steaks, well done pot roasts - the problem

is his chewing it easily with his few small teeth. Fish is considered desirable if all bones are removed, eggs and cheese are other rich protein sources.

From the fruit and vegetable groups - 4 or more servings per day - remembering the rule of thumb of 1 tablespoon for each year of age and remembering the importance of yellow and dark green vegetables and fruits such as bananas, applesauce, pears and peaches. It is wise to include uncooked fruits and vegetables in small pieces. For the 1 year old some uncooked fruits and vegetables may cause the child to choke but chewy foods need to be included as children grow so that a soft diet is avoided.

The breads and cereals are easily provided since they are well accepted by this age child. Sometimes for this reason they are offered too frequently in the toddlers diet.

The preparation of food for the toddlers, 1's - 2's, is important if good eating habits are being established. Food should be attractive and tasteful. Since children at these ages are experimental, they are willing to try new foods, flavors, textures. They enjoy colorful foods.

Correct cooking practices help children develop good eating habits. Green vegetables are much more attractive if they are not over cooked when their color changes. Soft, mushy foods do not provide much interest since that is what he ate in infancy before he was able to chew well.

Comments on little salt, spices needed -
Extra sugars added not desirable -

TAPE #7

TAPE TOPIC: FOOD PREPARATION AND

FOODS FOR SMALL CHILDREN

"Good methods of food preparation are as important to very small children as the planning of their menus. Food nutrients are preserved by some methods and children's liking for foods may depend on preparation. In this tape we are going to watch some of the processes used in preparation of several good foods which should be included in the diets of small children. Miss Inez Webb, Professor of Foods and Nutrition in the Department of Home Economics here at the University of Louisville and Mrs. Alberta Hybertson are busy with preparation processes and will discuss some of the reasons underlying the principles they will demonstrate. Miss Webb will tell us about what we will be seeing.

"Two good foods selected from the Meat Group shown on the Basic Food Chart would be represented by:

1. Meat Loaf
2. Liver Sticks

Excellent examples of Group II on the chart -- green, leafy vegetables - will be represented by:

1. Broccoli
2. Spinach
3. Carrots
4. Celery

Examples of the Cereal Group will be represented by butter bread with.....

Examples of the milk and protein group will be Baked Custard.

Milk though still an important food in order to build bones and teeth should not be magnified out of proportion or at the expense of other foods. He needs from two to three cups per day.

Meat is important and may cause special problems because of his difficulty with chewing, some meats served to older children and adults.

A guideline to follow about amounts needed is the equivalent of two tablespoons of meat twice a day.

Some children still growing rapidly may need more than this amount. What kinds of meats are desirable for these toddlers? Recommended are: sauteed strips of liver, hamburger, meatloaf, lightly seasoned lunch-meats, tender steaks, well done pot roasts - the problem is his chewing it easily with his few small teeth. Fish is considered desirable if all bones are removed, eggs and cheese are other rich protein sources.

From the fruit and vegetable groups - four or more servings per day - remembering the rule of thumb of one tablespoon of each food for year of age and remembering the importance of yellow and dark green vegetables and fruits such as bananas, applesauce, pears and peaches. It is wise to include uncooked fruits and vegetables in small pieces. For the one year old some uncooked fruits and vegetables may cause the child to choke but chewy foods need to be included as children grow so that a soft diet is avoided.

The breads and cereals are easily provided since they are well accepted by this age child. Sometimes for this reason they are offered too frequently in the toddlers diet.

The preparation of food for the toddlers, ones and twos, is important if good eating habits are being established. Food should be attractive and tasteful. Since children at these ages are experimental, they are willing to try new foods, flavors, textures. They enjoy colorful foods.

Correct cooking practices help children develop good eating habits. Green vegetables are much more attractive if they are not over cooked when their color changes. Soft, mushy foods do not provide much interest since that is what he ate in infancy before he was able to chew well.

Comments on little salt, spices needed -

Extra sugars added not desirable -

Examples of good food preparation techniques include those used with:

1. Meat Loaf
2. Liver Sticks
3. Broccoli Spears
4. Spinach
5. Jack & Jill Salad
6. Fruit Cup
7. Baked Custard

1. Meat Loaf

It is simple to prepare, can remain moist, is easily eaten by small children, servings can fit the size and age of the child. The receipe used here included only lean ground beef, a small amount of bread softened in tomatoe juice flavored with a very small amount of salt.

In order for protein foods to be moist and tender they are cooked at low to moderate heat. Ground meats will stay soft if they are mixed without packing - with fork. Tomatoe juice adds flavor as well as nutritive value. Flavoring is mild for children.

2. Liver Sticks

Cut out all connective tissues in liver and slice into thin strips. Sprinkle with salt and roll in flour. Brown and crisp in hot butter. Drain on absorbent paper.

Liver is a good source of protein and iron as weil as vitamins. Can be very tasty and well accepted (liked and enjoyed) if cooked quickly. Can be cooked at higher temperature because the time is much shorter than that for the meat loaf.

(In working with protein foods it is well to remember the two "T's" Time and Temperature.)

3. Broccoli Spears

Wash broccoli and cut into small spears. Pare ends of stems to remove outer portion which will not get tender as quickly as the flower portion. May split stems so they will cook easier. Add to boiling salted water and cook until stems are still slightly crisp. Drain well.

Broccoli is a more highly flavored vegetable which may not be familiar to all children. May be cooked in larger amount of water to allow some flavor to be taken up. Also cooking uncovered will allow some of the flavor to escape. Starting in boiling water will shorten cooking and save nutritive value.

Cooking uncovered will allow the gases which are acid to escape and keep the green color.

4. Spinach

Wash well by plunging into large container of water and lefting out to allow any grit to settle in bottom of pan. Place in pan with only water which clings to leaves. Cover and cook until tender. Remove stems and cut into small pieces. Stringy parts of vegetables are hard for children to eat.

5. Jack and Jill Salad

Children like fresh vegetables. Children enjoy surprises. Adds color. It can be done early in work day and will hold in refrigerator.

6. Fruit Cup

Is colorful and has good flavor. Fruits cut into bite sized pieces - large enough to be identified but small enough to be easily eaten. Remove all tough skins, peels, or stringy parts.

7. Baked Custard

Another protein food which may be easily prepared. Also needs low controlled heat. Egg yolks beaten slightly makes smoother custard. Mixed with sugar less likely to curdle. Add hot milk very slowly. Add flavoring and pour into custard cups. Bake at 350° F. in pan of hot water for 30 minutes or until knife comes out clean. Chill - serve from cup or turn out. Texture - cuts clean - tender - quivery. Surprise hidden in bottom of cup. Top may be something that child might like removed - "Peel it."

Summary: Introduce children to new foods often but in very small quantities such as taste size servings, along with a meal of familiar foods makes children feel more friendly towards it. Food served in moderate - sized portions with the understanding that seconds are available. Be familiar with amount of food that each child customarily eats. Vary menus and still provide good nourishment for children.

Tips on Planning Menus: Plan to meet child's food needs and within limitations of budget, kitchen staff, and equipment. Avoid putting several items on menu which are time consuming. Limited oven space - avoid planning dishes which are to be baked.

Plan for variety: Color - children like colorful meals. Color contrasts add to eye appeal of meal. Touches of bright colors, if only a garnish, pep up an otherwise colorless plate.

Flavor: Strongly flavored and bland - one strong flavor to a meal. Children are sensitive to strong flavors.

Texture: Crisp, soft, "chewy" - one of each. Like crisp foods - dislikes lumpy or gummy foods. Shape and size - contrast - way it looks and ease with which eaten. Easy to handle - finger or bite-sized. Vary combinations and methods of preparation.

Nutritious food, correctly prepared to preserve nutrient and to make them palatable for small children make meal and snack time important to the children in centers.

Their food habits are also strengthened for future years so that eating problems are avoided.

TAPE #8

TAPE TOPIC: SAFETY OF FOOD

Safety of food is especially important for children who are susceptible to food-related illnesses. Sometimes when a child is said to be suffering from a virus infection, it may be food-related.

In considering the safety of food for children in groups, let us emphasize these important points:

1. Select good quality, wholesome food.
2. Use handling and storage methods which will keep food safe.
3. Prepare, hold, and serve food so as to retain its wholesomeness.
4. Work in clean kitchen with clean equipment, utensils, serving dishes.

In selection of food, we are concerned with good quality foods, high in nutritive value, and free from organisms which might set up infection or produce poisonous compounds.

Foods which are considered potentially hazardous and require special care are:

1. Canned foods -
2. Meat, fish, and poultry -
3. Eggs and egg-rich foods -
4. Creamed dishes -
5. Foods which have had much handling with a possibility of contamination -

For safe canned foods use commercially canned foods purchased from a reliable vendor, free from damage, rust or bulges and store in a cool, dry place for use within a year.

Be sure to clean the cutting edge of your can opener; place canned food in clean, uncracked bowls, use tongs and very clean instruments when handling the contents of cans.

The danger zone for growth of organisms causing food poisoning is from 45° - 140° on our commonly used scale. Food temperatures should not be within this range for longer than four hours and should not be within the 60° - 120° for longer than two hours.

Frozen foods contain organisms - the growth is merely retarded and when the food is defrosted above 40° they are in danger zones again.

Kitchens are warmer than most other rooms, may be even by 20° - 30° with 70° as average room temperature. Try to think of the extra heat in the kitchen.

Practice strict Time-Temperature Control during preparation, serving, and storage. Note the clock and temperature chart shown here. Potentially hazardous foods should not be kept unrefrigerated for longer than two hours.

Throughly heat foods which might contain harmful organisms to 165° before serving - preferably boiling - soup is a good example.

Meat, Fish and Poultry

Store separately from other foods. Store loosely wrapped. Time depends upon amount of moisture and surface area exposed:

Ground meats, and variety meats only 1-2 days
Poultry and fish no more than 1-2 days
Roasts 3-5 days
Bacon 1-2 weeks
Hams - tenderized, fully cooked midly cured 1-3 days
Cold cuts - high moisture 3-5 days, hard sausage two weeks

Wash hands after working with meat, fish, poultry before touching other food, especially cooked food. Use separate work surfaces for raw meats, and other foods or clean well before using for other foods. Examples include chicken, ground meats whereas moisture collects on cutting board under these meats. Handling of hamburger is especially important.

Milk and eggs are such good foods for growth or organism that they require special care:

Milk - stored at 36-40° for three days - reconstituted skim milk kept only one day.

All creamed sauces such as used on potatoes require special attention for refrigeration and should not be used as leftovers.

Eggs - eggs in shell - 36-40° for one to two weeks.
Broken eggs - one day, no more.
Wash boiled eggs just before using. Use cracked eggs only for foods prepared at high temperatures.

Devilled eggs when prepared with mayonnaise require refrigeration.

Frozen Foods

Items thawed still sealed in refrigerator. Vegetables should be cooked without thawing.

Refrigeration of Foods

Cool prepared foods quickly - an example here is the custard. Use shallow pans. It is a false idea that food placed in refrigerator while warm will "turn sour" because "heat sealed in". In old fashioned, less efficient refrigerators there was not the quick return to desired cold that current models show today.

Summary:

In order to make food for young children safe for them to eat certain principles must be followed:

1. Select good quality, wholesome food.
2. Use handling and storage methods which will keep food safe.
3. Prepare, hold, and serve food so as to retain its wholesomeness.
4. Work in clean kitchen with clean equipment, utensils, serving dishes.

Special attention to:

1. Canned foods -
2. Meat, fish, and poultry -
3. Eggs and egg-rich foods -
4. Creamed dishes -
5. Foods which have had much handling with a possibility of contamination -

Remember:

Keep hot foods Hot (above 140°) and cold foods cold (below 40°). Food may not be safe to eat if held for more than two hours at temperatures between 60° and 120° F., the zone where bacteria grows rapidly.

Children enjoy foods and depend upon us to serve good quality nutritious foods which are safe.

TAPE #9

TAPE TOPIC: TODDLERS IN A MORNING PROGRAM IN A DAY CARE CENTER

The topic of the tape is Toddlers in a Morning Program in a Day Care Center. You will be seeing small children from 2 - 3 years in the Center here in Louisville while they are busy with their morning program.

The director of the center is here to comment on the needs of this age child as they are developing.

(Program Planning For Toddlers)

Let's watch the children ---

Film: 7 children, 2 teachers at table - small fingers squeezing clothes pins

10 - 15 Minutes:

Encouragement from teachers -
Some words used clearly -
Filming stringing small beads -
Teacher helping each child -
Much dropping of beads - picking up -
Praise for achievement -
Much wiggling and movement -
Short attention span -
Each child needing adult guidance and support

Now it is time for bathroom break

Next - Music and Marching: Rhythms and Large Muscle Play

5 Minutes - Teacher getting everyone to participate -
Next - Time for juice and crackers - everyone sits down at table -
Small amounts of juice - only 2 - 3 crackers per child

5 Minutes - Consideration for others "Thank Yous" -
Setting examples for social behavior -
Teacher encourages socializing while at table -
Next - Getting ready for outside play period -
Teacher getting everyone to try to put wraps on by themselves - helping some

Next - Outside play:

Balls, running, much large muscle activity

Next -

10 - 15 Minutes:

Inside - quiet time

(1) picture identification
words - new vocabulary -
~~each child encouraged -~~
(2) illustrated book - children identifying what they see

5 Minutes Next -

Move to inside gym and play while lunch is being brought in -

Next -

Lunch - well balanced menu -

Meat loaf
Broccoli with cheese sauce
Milk
Bread and butter
Jello

What points of learning about this age child should be emphasized? Here you have seen a part of a morning program for two year olds - an active, eager, learning group of small children and two busy teachers - aiding the social, mental, physical, emotional development.

TAPE #10

TAPE TOPIC: FINGER PAINTING -

A CREATIVE ACTIVITY FOR TWO YEAR OLDS

Introduction: The major concept basic to this tape presentation relates to finger paintings as a creative activity for small children. Today you will see one method of giving two year olds this experience.

What are some of the major reasons for including finger painting for small children?

1. They release their feelings through paint.
2. They find pleasure and emotional release through the process of painting.
3. They may learn about colors.
4. They are exercising the whole hand and other movements in a relatively quite activity.
5. A sensory experience - just feeling.
6. They develop feelings of individual achievement.

A basic concept - the process rather than the product is important - although the teacher may want to let the children display their individual paintings.

Let's watch the action which the camera caught in one center.

The setting - children coming indoors after active outside play - remember they are two and three year olds. They need direction and supervision to make the shift from outdoors to inside activity.

Teachers - "Let's get ready to finger paint. Sit in a circle - get your aprons on." (These are the large plastic type. The children are sitting quietly.)

Teachers - preparing tables, chairs, large pieces of paper - this is especially important for two to three year olds. Each child's name is printed

on his paper - his identity. Takes a few minutes to get every child settled - some show interest - others not so much.

Teachers - placing blobs of one primary color.

Teachers - putting own hand in paint and swirling it around with palm - showing some how to get started. Encouraging the children - but no pattern to follow. Then adding a second color - again a primary and then a third.

Children - most show pleasure. One little fellow - reluctant - why? - watch his reaction - is he afraid? - has he been scolded about "getting dirty"?

Comments: pressure to keep clean reduces pleasure - has he had too little chance for play? Children need many types of play experiences. Children need "messy" types of play experiences to lessen the burden imposed on children to be clean. These are sensory experiences - hence deeply satisfying. Clay and finger paint are sophisticated substitutes for the mud puddle and have brought joy to the hearts and fingers of many.

A good early childhood center supplies these "down to earth" experiences for self-expression and are satisfying to the child.

Clay is in this category as well as water play.

For very young children - one primary color at a time - thick consistency. Large materials encourage use of large muscles - hence for the young child - two years old - 20" by 27" paper is suggested.

Printing child's name on his paper reflects his identity - Apron of plastic to cover large area of clothing was used here - Old shirts of adults or larger children are often used.

They learn about colors - about - mixing and may be a way to combat "Parental pressure to stay clean" - finger painting is highly relaxing for children.

Teacher may encourage the young child - participate by sitting with them - actually manipulating the paint as she talks to them - her hands in the paint reassures the doubters - it is all right to get messy - helps a hesitant child to experiment - this is different from forcing - some do not feel comfortable.

Necessities - finger paints, a place to paint, aprons, a place to wash up and a place to dry paintings.

They enjoy clean up - water play - erasing extra paint from hands - sinks - face - etc.

TAPE #11

TAPE TOPIC: THREE YEAR OLDS IN A MORNING PROGRAM IN A DAY CARE CENTER

How some of their developmental needs are being met. What some of their abilities are.

This tape presents:

A small group of three year olds -
This is about 10:30 in the morning. The children have just returned from a bus trip, have met their bathroom needs, and are ready for a quiet time before noon lunch. Their teacher is presenting a science lesson - Making a Terrarium - planting seeds in potting soil in a glass bottle - here we see them and their interest.

Film Begins (About five minutes of activity)

Teacher commenting:

Each child taking turns - reaching in envelope for seeds - 2 or 3 each - planting in dirt - everybody involved. Then a bit of whimsy - making a farmer's garden - putting in place a plastic man, "the farmer", a plastic dog, "dog", a plastic woman, "farmer's wife". Some difficulty in pressing the figures in dirt - teacher's comment: "In a few days the seeds will sprout - be green ...."

All help clean up paper and spilled soil - hands washed with wet paper towels.

Comments re: small finger muscles, developing interest in world around them, socializing by sharing, taking turns, cooperating using imagination, re: little family ideas.

Acceptance of authority.

Next we will see the children moving to the side of the room to enjoy a quiet time and stories while lunch is being prepared. (Film - children on floor - record player telling stories of "Little Red Riding Hood" and "Jack and the Beanstalk". Although some are distracted by the camera-man and visitor, children are acting out what they are hearing - they know the stories well.) (About ten minutes for stories.)

Need for a quiet time before lunch - tension outlets - whining, stuttering, sucking thumb. Comments on expressive faces - movement of bodies.

Preparation of area for lunch -

Orderly, neat
All children with plate, fork, milk glass, and napkin
Not crowded at tables - a teacher and aide with each group of five children

Menu:

Baked ham
Tender green beans - not overcooked, but crisp - with their shape
Macaroni and cheese
Buttered bread
Milk

(About 10 - 15 minutes to eat.)

Teacher helping children be seated.

Ready at table - eager for food but waiting for teachers.

They say brief thanks for food.

Small amounts of food - not mixed up on plates - colorful and varied - chewing slowly, most using forks, fingers sometimes - except for one child - waiting to drink milk until food is eaten - buttered bread after some of other food - most ate seconds and thirds - all very small servings.

Neat eaters for the most part.

Some playing imaginative games.

Some needed help with cutting meat.

Socializing nicely with others at the table.

Comments like "clean plate" - slow eaters - no adult urging or hurrying.

Language development - clear sentences of 5-6-7 words.

Good small motor control.

Children help clean up tables.

Now it is about nap time after their visit to the bathroom.

Summary:

The three year old has accomplished many developmental tasks -- walking, running, and climbing are well established, he can feed and often dress himself, he has accomplished bowel and bladder control in routine situations, and the greatest boon to him and his teachers is his increased use and understanding of language. Now he is ready to move beyond the endless practice of simple skills and can readily absorb as many varied experiences as his teachers can provide. This is quite a challenge and at the same time quite a delight.

TAPE #12

TAPE TOPIC: FOUR YEAR OLDS AND A MORNING PROGRAM

The four year old is very active, he has good motor control, he bubbles with mental activity, he talks a lot, he changes easily from one mood to another, he likes company, he plays well with one friend at a time, he is easily stimulated and easily tires.

A stimulating environment in a center with understanding teachers is very good for four year olds.

In the center where the beginning of this tape was filmed the children were engaged in a variety of activities, i.e.: drawing, painting, housekeeping, building, working with blocks and beads and quiet play. The children were inside since it was a very cold day - snow on the ground.

The teachers help with a few children at a time. They are free in the center to move from one activity to another.

The teacher does not interfere with their imaginative play in the housekeeping unit. Boys as well as girls are acting here.

Hope you are aware of their concentration in the different activities they are engaged in.

You see some social development and you hear their good sentences.

We move from this center to an indoor gym. Here you see another group of four year olds - confident and happy in their play.

The teachers are ever alert in the background to prevent any accidents.

Their muscle development is excellent.

Their social development is evident.

Next we move to an outside playground. Here the children show some structured games - but some play with just one or two in the sand and on the gymnastic bars.

Teachers sometimes remind them of hurting one another, for example - sand throwing.

After ten to twelve minutes of active outdoor play it is time to go in for toileting and quiet play.

This morning of balanced activity often represents the type of program planning which teachers of four year olds know they need.

These four year olds are active. They do many things fast - run, climb, swing, bump into people and things.

They speak clearly.

They are curious.

Hence they need a variety of activities planned in a good center.

TAPE #13

TAPE TOPIC: STORY TELLING

Story telling has been an important part of working with small children for many, many years.

A teacher tries to get children to participate in some kinds of story. It helps them to enjoy their play, learn words through repetition, relates words to rhythms.

In this tape are two examples of different teachers telling stories in different ways to the children in their centers.

First a group of four year olds are sharing a story about getting a birthday present for their mother. The story uses a visit to a farm and farm animals to carry out the story. To get each child's participation, the children have farm animal names pinned on their clothing, i.e., goose, sheep, goat, cow, bear. Note the repetition of the theme.

"Could you get me something to give my mother?"

Each child is urged to play his part, i.e., goose - feathers; sheep - wool; cow - milk; bear - bear hug.

Children join in summary:

"The best birthday ever - a bear hug."

Show this.

The warmth of the teacher and her knowledge of sequence of story came through clearly. The teacher tells a bit about other stories - how children like to make up verses and tell their own.

Next: we see a group of three year olds but another teacher. She includes rhythms and song along with the repetition and participation of the children. She gets the somewhat restless little ones in the mood for a story - tries simple ones first - "The Alphabet Song, Twinkle Twinkle Little Star."

Now she begins "Wheels On the Bus" waits for quiet - hands in laps. She shows motions of each verse and children join her.

The rhythmic repeat of words - "round and round", swish, swish, swish", "move on back", lights on bus, on and off, baby cries - mother - spank, spank, spank.

The simplicity of the words, the repetitions all end a good time for these three year olds.

Story telling takes different forms and is a wonderful part of early childhood education.

TAPE #14

TAPE TOPIC: HOW TO TELL STORIES TO SMALL CHILDREN

Ms. Barbara S. Miller - Coordinator of Children's Services, Louisville Free Public Library.

Storytelling

No doubt everyone has a memory of the first story he heard told, with style and certain formality that lifted the telling beyond the accustomed and casual storytelling of parents, grandparents, and assorted older brothers and sisters.

For me the memory goes back to the library when as a child, I listened to the storytellers there who had recognized the value of storytelling.

Storytelling was early recognized by pioneers in children's librarianship as a means of giving life and color to the quiet pursuit of reading; of giving children an opportunity to enjoy the music of the spoken word, the pleasure of shared emotion.

The teacher need:

1. The desire to tell stories.
2. Pleasant speaking voice.
3. The ability to speak clearly - enunciate distinctly.
4. Willingness to prepare for storytelling.

Source of Literature

Folklore is an important source. Stories that existed before reading and writing were invented are very good. Their structure is usually magnificent. Usually they have:

1. Quick concise beginning.
2. Swift-moving plot.
3. Clearly defined resolution to the story.

Picture Books

Storyteller must read widely to gain increased perception of the telling quality in stories.

Story Quality

1. Action
2. Suspense
3. Familiar objects and situations

Within folk tales lie elemental wisdom, knowledge of human behavior - social patterns of races - wit and humor.

The Telling

1. Read silently - memorize events in sequence
2. Tell silently
3. Tell aloud and polish your faults - tape the storytelling to criticize yourself
4. Memorize verses - key phrases
5. Expression - pacing - try to speak the lines the way the characters would

The Children

Placed around you in relaxed position - they should not interrupt - don't let them break the spell of the story.

If you are going to use a picture - choose one with large pictures - good illustrations. Hold the back so your hand does not cover the paper. Keep the book steady. The teacher must know the story - not try to read it.

Ms. Miller demonstrates how to tell a story. She chose Sylvester and The Magic Pebble and held her studio audience spellbound. She exhibited every one of her suggestions for others.

Ms. Miller in Conclusion:

> "Storytelling is one of the most rewarding activities you can engage in with children. You need to prepare for the telling. The rewards are great."

TAPE #15

TAPE TOPIC: DRAMATIC PLAY

A type of creative activity which is satisfying for all early childhood years is that of Make Behavior. A house keeping center in a nursery school is a usual place for such play-acting to take place.

This is a logical provision for children since some of the first roles they will assume are family roles - mother, baby, father, sisters and brothers - others like invited guest.

They assign roles to one another - sometimes they dress up for their roles. In the tape we will present here are several examples of dramatic play - these children are four year olds. Let's watch them.

(Film shot of house keeping center - setting the table with small utensils.)

Tape - Housekeeping Center - Dramatic Play

Most common - seems logical - first roles child will assume are family roles - household routines:

They assign roles to one another - sometimes they dress up for their roles.
They talk out their roles.
They play with small furnishings - take out - put away.
Role of "baby".

Dramatic play helps the children feel less helpless:

Taking adult roles.
Being the nurse if someone is ill - giving "shots" to a doll.

Many feelings are revealed in dramatic play. It helps children to handle some of their own feelings.

Here we see four year olds beginning housekeeping:

Setting a table
One role play - mother
One role play - daddy
One role play - baby

Their play equipment is suitable for their ideas. They have dishes, high chairs, and a telephone in the house. They are pretending to drink coffee - an adult role. They pretend to be sick - "baby" crying - at least one child is playing the baby. They clean up the table - putting dishes away - do this often. They clean up with small size mops and brooms. One plays the nurse. One plays baby with "infantile behavior" pretending to be sick - blankets - pretend rest and sick. They lie down to rest.

We observers cannot hear all of their drama. Sometimes it is short-lived. Sometimes longer. They are coping with problems of being little. They recreate their world but they are in control.

Such dramatic play helps them to master their feelings. They grow in confidence.

The good teacher respects the play imitated by the children. She gains insight into their growth and their dramatic play.

TAPE #16

TAPE TOPIC: MUSIC AND RHYTHMS

(See basic concepts in B. Interview with expert teacher)

A. Filming of four year olds with teacher:

Circle of children around teacher.

1. Teacher seated on floor with autoharp
Teachers gives directions - they are to go around the circle - in same direction - for example:

> "Whenever the music stops - each must follow directions - tip toe - jump and stop - turn and stop - walk and stop and sit."

Teacher plays and sings and gives above directions - pr ises all who follow - act out directions to music.

2. Next "How Do You Know It Is Spring?"
Several verses from children - "The horses are running ..."
"Spring is here" - the chorus
"Bugs" - "Lady Bugs"

3. Next - "Five Little Birds in Tree Without a Nest" -
Directions: "Hold up 5 fingers - sway like a tree"

4. Next - Jack and Jill - motions - "Up the hill" - act out words - sing with teacher

5. "Spaghetti" - to tune of "On Top of Old Smokey" - repetitions pleasing to children
Here the second teacher uses a book with familiar pictures - large pictures - nature emphasized - animals

6. After 15 minutes of the above actions and participation - song "Goodbye Everybody" - almost all participating

B. Interview with master teacher:

What are some of the basic ideas you believe in that reflect the place of rhythms in early childhood education?

1. Children love to pretend to be something and act out the parts to music

2. Relate activities to local scenes and current times - example: Derby and Spring

3. Include the children ideas

4. Pretend - use of imagination

5. "Clap out rhythms" include everyone

6. Seasonal songs

7. Suit songs and rhythms to different age groups

8. Rhythms are related to reading and speech

9. Learning to listen to directions is important

10. Elementary rhythms can be taught well by keeping time with hands - use of rhythm sticks - also tamborines - triangles - can be very simple - use recordings

11. Children love to march - simple rhythms are good to encourage

12. All need encouragement to particpate

13. "Play a Picture" is a good teaching tool
The sounds that might be in the picture - help children be creative - use their imagination

14. Concepts such as right/left - use of body - front/back - in circle/out of circle - are all important in rhythms

15. Children especially young ones like to identify colors to music

16. Plan music and rhythms to fit into the rest of the daily program - after freeplay - before outdoor active play

17. Music can fit into either quiet or boisterous times

18. All kinds of body action can be motivated by music as well as creative mental activity

TAPE #17

TAPE TOPIC: CREATIVE EXPERIENCES FOR FOUR YEAR OLDS

Introduction: The need for creative expression is important for all ages of man. If provision is made for this expression in preschool years, development is fostered.

In today's tape three types of such experiences will be viewed. Four year olds will be enjoying (1) working with clay, (2) developing collage pictures, and (3) sponge paintings.

You will see not only the enjoyment and participation of the children in these activities but the part the good teacher plays in setting the stage for participation in the creative activities.

Let's watch these four year olds and two sensitive teachers in a good center.

As usual in a good developmental center, the teacher is getting the children ready for the activity. Sitting in circles listening to what they are to do - she also has her art materials and space ready. The tables are cleared. The clay is ready - moist - in large plastic bags. (Clay represents a sensory experience as well as a manipulative and creative one.) Buckets of extra water are on hand. Wet sponges are on hand.

The teacher is at the table with the children - hands each child a ball of clay. She helps them to start to work the clay. She does not show a pattern to follow - just begins. (Helps one child take off a ring - comments that she had taken hers off.) Using fingers and thumbs - push with thumbs - make indentations - "pinch pot" names of many types of clay pots. Some children are a bit reluctant - clay moisture may need to be changed as process progresses.

Comment on muscles being used - Fingers-
Hands - Arms -
Praise for each child -

Questions - "Make handle for pot?" -
Supports using water and sponge to keep smooth the clay -
Told story of Indians - making their own pots for use -
"How did they dry them for use - then?" -
"Fire them to make them useful." -
Creativity at its height - let the child decide on his forms if he can and will -
Teacher initialed each piece -
"Can we take them home?" -
Then everybody helps to clean up - wash off tables for a change of activity. -
(Fifteen minute limits for concentration and interest.)

While clay modeling is going on at one table in this room for four year olds in a local center, another creative activity is taking place - that of collage making.

Collage making - a way of developing a picture is as interesting as the materials the teachers have collected - in the instance there was wide variety in textures, sizes, shapes and subjects of the materials. For example there were beads, shells, macaroni, string, yarn, cut out pictures, numbers, letters - all in sectional boxes. Of course there was also paste, brushes and paper.

Each child developed his own ideas and selected his own media. The teacher occasionally helped but never told the children what to make. She was very encouraging.

They covered their paper without hurry but talked to the teacher about what they were doing.

The teacher helped make some items stick in the paste and showed enthusiasm for their work - identified each child's work.

As the children completed their pictures their attention was shifted to still another creative art media: sponge painting.

Once again the tables were cleared of the materials from the preceding activity and readied for sponge painting.

Small sponges cut in a variety of shapes are gripped by clothes pins at one end. This makes an easy handle for children to use when held in an upright position.

Various colors of paint are placed in small pans. Paper is provided each child. The teacher has every one's attention as she uses her sponge - "an up and down" motion.

"Lay down sponge once used in a single color." Her directions are clear - her process demonstration simple. "Try it and see."

The teacher directs the process but not the picture to be developed. Creativity is encouraged. Once again it is stressed that each child is encouraged to paint what he wishes, use the colors he chooses and place them in a pattern that he thinks is good.

As you can see, there are many varieties of craft work which teachers can use in the creative play of small children.

TAPE #18

TAPE TOPIC: FIVE YEAR OLDS IN A MORNING PROGRAM

Basic Concepts:

These children show independence, ability to carry out a planned activity.
They enjoy knowing limits of what they are permitted to do. They can use freedom well.
They will stay with an activity longer than younger children.
He is realistic.
He enjoys making decisions when alternatives are presented to him.
He enjoys helping with normal household activities.

In the film sequences viewed here you see children working with numbers - represented by circles - posting them on pages - then threading the pages together. They are actually making a calendar. Their interest is well maintained.

(Other film shots show them in a gym.)

They are taking turns willingly.
They are enjoying sequence games.
They jump - controlling where their feet will go.
They can hop, jump rope, play ball with accuracy.
Their large muscle development is good.
Their verbal skills are good. They wonder for things that work out.
They are imaginative.
Socially enjoy each other.
They are cooperative.

TAPE #19

TAPE TOPIC: SCIENCE AND SMALL CHILDREN

An interview with an expert teacher of small children. Basic concepts:

1. Make each and every child a scientist at his own level - make him an investigator, a questioner of his environment.
2. Science is for everyone, the child needs to understand.
3. Science is all around us.
4. The teacher has the responsibility for planning experiments so that the child becomes more aware of the world, i.e., plants, earth, sky, soil, air. Nature's actions are all around us and children are curious.
5. The child's own body is something he needs to understand - his need for air, for food, for water.
6. Present the child with facts - these are true things - then expand his knowledge to larger concepts. Example: a rabbit - children can see the rabbit sniffing - why does he sniff - he is seeking out the right food for himself. Example: a fish - it comes to the top of the water in its bowl or aquarium - why does it do this? These types of questions must be raised with children early in life to get a picture of oneself and the earth around us.

Teachers need not be tained scientists to provide science experiences for children. Children's natural curiosity assists the teacher in developing the scientific method of investigation. They notice a phenomenon, are aiding in asking questions, they observe, look for answers, watch and are helped to draw conclusions about science.

The nature and care of animals in the school is a great way to teach science. So are many excursions outside the child care center.

TAPE #20

TAPE TOPIC: SCIENCE EXPERIMENT WITH FIVE YEAR OLDS

The experiment is with AIR. In the film you see the children grouping themselves around a table - sitting in chairs or on the floor near the teacher's table and near the supplies. Their interest is evident.

The teacher includes them in the activity:

"Let's talk about something in this room which we cannot see. It is everywhere. It is called air. How do you spell it?"

"A I R."

"Let's fill our bags with air."

(Fasten the end - drop the bag several times - it comes down quickly.)

"Why does the bag filled with air come down?"

"Gravity."

"What is gravity?"

Teacher includes all the children in dropping the bags. Next the teacher makes a parachute from tissue - strings fastened at each corner; then fastened to clothes pins in the center to provide center momentum. The teacher then stands on a chair - drops the parachute - it floats somewhat slowly to the floor.

Teacher repeats several times:

"What causes this? Air is caught in it."

Next a drinking glass - all see that it is empty of any visible objects. The teacher then adds some crumpled towels. Then turns the glass upside down.

"Will it be wet?"

"No."

"Yes."

"Why."

She encourages differences in children's answers. She plunges the glass into a pan of water - dries the glass - takes out the paper towels.

"Why is it not wet?"

(Brings out their reasoning - small group thinking - share their learning. They realize that AIR is a force.

Next:

"Let's trap some air."

All the children have plastic bags - move them rapidly - swinging them.

"I have got air." (We hear this from several of the children.)

This type of real learning is important.

Next - they need a change of pace after their quiet concentration. The children remain interested. The teacher encourages quiet time to get ready for snacks.

Summary:

The importance of science to young children - they can understand it - it is important in their concepts of growing with the world.

TAPES #21 and 22

TAPE TOPIC: FOODS FOR SPECIAL OCCASIONS

SPECIAL EVENTS FOR CHILDREN

Parties are some of the highlights in working with groups of children. Sometimes we plan a party for a special occasion with a theme to fit. At other times we plan a party because it will help the child in social development. Fun with foods will play a great part in the child's learning to enjoy new and different foods.

Today we have planned some ideas for parties at Halloween, Easter, a Birthday and Valentines. For a party - invitations, decorations, favors and prizes and games are important. However, for most children "refreshments" mean a party. Parties may be planned for mid-morning with lunch or in the afternoon with what adults call refreshments.

If the children have a part in planning and preparing for the party, they will enjoy it much more.

With imaginative ideas of yours and the children's to supplement suggestions from books which are available, you can plan a party that will be great fun.

One of the basic rules is that parties be simple. You may want to select some of the ideas which we have to add to your own.

First: HALLOWEEN - Invitations for Halloween may have a black cat made from three circles and name tags may be pumpkins on wool yarn.

We have planned a lunch for this party. From the witch's pot we have soup in a mug - tomato mixed with consomme in equal portions - or other combinations which you might like. However, pieces of food which require a spoon are not used. Presiding over the soup pot maybe a witch in costume - or it could be a chef wearing an apron and cap which will find many uses at other parties when a child is choosen by the group to play such a role.

Chicken burgers are planned for the protein dish. They are made from chopped chicken, cheese cubes, pickle relish and mayonnaise in a scooped out bun wrapped in foil. (May be heated.) Some potatoe chips and "bugs on a log" (celery, peanut butter and raisins) all go into a

bandana for the hobo. This hobo may later want to ride away on a horse which one of our young friends let us borrow. The horse is made of wrapping paper and yarn.

The Jack - O - Latern would be the center piece. Some toasted pumpkin seeds go into the bag and mothers might be asked to bring pumpkin tarts for dessert.

We have done more bugs - Alpha-Beetles with melted chocolate bits, peanut butter over oat cereal and topped with each child's initials - or this same mixture with raisins dropped as clusters and topped with letters - or a cup cake with a smile.

This menu needs a good glass of milk.

Second: VALENTINES - For Valentines Day we have a large heart shaped cake with simple pastel decorations. It is made with one square cake and one round cake cut into half and iced with confectioners sugar icing. The icing is spread very thinly and allowed to set so as to be less sticky. With this is served a milk-base drink whipped up on the blender. Strawberry ice cream and a few strawberries are suggested.

To carry out the pink-red color scheme we have a mobile made with circles of cardboard. A favor or a prize might be a top or a lei made with circles of paper and pieces of drinking straws.

Third: EASTER-TIME - Easter-time is the next theme. Bunnies, ducks, flowers and baskets are part of the theme.

We will have a "bunny lunch" in a basket and vegetables in sticks or pieces easily eaten. And for boys and girls who eat like bunnies we have "peg-legs" and lettuce sandwiches. Stick foods, such as raw vegetables are good to use. "Peg-legs" are wings of fried chicken and lettuce sandwiches are made from lettuce or cabbage leaves with cheese or tuna rolled inside the leaves.

Decorations and favors may take many forms. Bunnies and ducks may be on invitations pulling a cart of a bunny may hold a cup of candy or egg shell cups may hang on a tree or be placed on the table. Mothers may make bunnies from yarn. Placemats may be woven by the children.

For dessert - orange juice popsicles or flower basket cup cakes with orange juice drinks.

Bunny lunches are fun and good for small children.

Fourth: BIRTHDAYS - Birthdays are very important because everybody wants a celebration at that time. Children usually expect cake and ice cream. A white cake simply iced may have many different kinds of decorations. The cake may be one or two layers. However, the birthday boy or girl may have strong feelings about having a tall cake. It is possible that the child could handle a wider piece of one layer rather than a thin piece of two layers. Always serve small servings. For candle holders try using small candies.

Sandwiches spread with cream cheese, tuna mix, peanut butter and jelly are all favorities of children. These are more easily handled if cut into strips.

Ice cream is usually expected for a Birthday celebration. If used, slice or dip before the party and then return to the freezer so that it won't melt before you are ready to serve it.

For children's parties remember:

1. Plan with the child using his ideas.
2. Keep food simple and familiar.
3. Enlist some adult help.
4. Involve the child in preparation.
5. Serve small servings.
6. Serve really nutritious foods.

For any party a child needs something to carry home his possessions. A take-home-bag will do for things like prizes, uneaten cup cakes, etc.

When the party is over and the child says "That was fun" you will be rewarded for all your efforts.

The color slides will also be keyed to the corresponding tape when they are ready for distribution.

The video tapes, both the series master and the subsequent dubs on video cassette will be readily available from the Bureau of Vocational Education in sturdy individual mailing packets when available from the Instructional Communication Center, Television Department, University of Louisville - as agreed by Mr. Lou Perry of the Bureau and Mr. John Borger, Coordinator of Instructional Television at the University of Louisville.

RECOMMENDATIONS

The results previously listed should become important teaching tools for several audiences in Kentucky. These include:

1. Training programs for personnel in day care - early childhood centers as are requested by the Home Economics Unit, Bureau of Vocational Education.

2. Seminars, conferences, workshops which the Home Economics Unit of the Bureau of Vocational Education might call or participate in.

3. College and university courses in Early Childhood Care and Education.

4. High school teachers in wage-earning classes.

5. Post secondary teaching wherever it occurs in study of early childhood education.

An evaluation of the effectiveness of the use of these teaching tools needs to be conducted. Suggestions for this include:

Control and experimental groups should be identified, paired as equally as feasible. The control group of teachers would be taught by the already established methods; the experimental group would be taught with the video tapes supplementing the discussion and other traditional methods. Supervisors of learners could be expected to rate performances of these learners at intervals.

Comparisons of the behavior of teachers having participated in the control and experimental groups should be expected to reflect some differences. However, replication of method is necessary to determine valid and reliable differences if they exist and variables are difficult to control in brief, day care teaching situation. The improvement of evaluation devices needs to be worked on in more detail in a subsequent project. Cognitive affective and psycho-motor domains require different methods of evaluation.

The expertise of the other consultants involved is needed to develop more sophisticated evaluation measures than this beginning suggested.

CONCLUSIONS

In the development of the video tapes herein described to be used as a teaching - learning series it has been found to be essential that careful and exhaustive surveys be made at the out set of the project with reference to:

1. Need for the project.
2. Purpose of the project.
3. Subject matter to be covered.
4. Setting of the project.
5. Resources required in project development - time - people - places - money - competence.

The development of the 22 video tapes to be used as mini lessons for use in units of instruction for child - day care center personnel and the accompanying supplemental guide and the colored slides are the result of the cooperation of many persons in many related positions. These include farsighted planners in the Bureau of Vocational Education, faculty at the University of Louisville, Louisville and Jefferson County specialists in early childhood education, personnel in the Kentucky Department of Human Resources, directors and teachers in local day care - early childhood education centers, technical personnel in Instructional Services - TV Division at the University of Louisville.

MEMORANDUM

All claims have been properly submitted. Mr. James Searcy in the Accounting Office is reserving the final Reimbursement Claim Summary Sheet until the cassette forms of the tapes are ready for mailing as agreed upon with Mr. Borger in an earlier conversation and is further clarified by a copy of the letter which follows.

Frances S. Goldsmith

Dr. Frances S. Goldsmith
Project Director
University of Louisville

UNIVERSITY OF LOUISVILLE
LOUISVILLE, KENTUCKY 40208

INSTRUCTIONAL
COMMUNICATIONS CENTER
TELEVISION DEPARTMENT

June 24, 1975

Mr. Lou Perry
Coordinator of Exemplary Programs
Bureau of Vocational Education
Department of Education
Frankfort, KY 40601

Mr. Perry,

After reviewing the contract between your department and the University of Louisville for the production of a video tape series, I would recommend the following suggestions for your consideration.

It would appear that at the time the original grant proposal was prepared, the 1 inch IVC recording format was considered the most desirable. However, in the interim the 3/4 inch video cassette has become the accepted video tape distribution format both in Kentucky and nationally. It is my considered opinion that the state could best utilize the tape series it has funded if your office were provided with both the series master and subsequent dubs on video cassette.

As a further enhancement of the series wide range electronic applicability, I would suggest that the University of Louisville be allowed to delay for approximately 40 days the delivery of the video tape masters. We anticipate that within the 40 day extension date requested that the University of Louisville will have in operation new and highly sophisticated time base correction equipment. This equipment will allow us to refine both the time base stability and the accuracy of the electronic editing.

If you have any questions regarding this material please do not hesitate to call.

Sincerely,

John R Borger

John R. Borger
Coordinator Instructional Television

jb:lf
cc: Dr. Goldsmith
G.T. Hawkins

REIMBURSEMENT CLAIM SUMMARY

PROJECT NUMBER: H 28883 - 01 DATE: June 30, 1975

Title of Project or Program: Developing Mini Lessons on Video Tape for Use in Units of Instruction for Child - Day Care Center Personnel

Agency University of Louisville Project or Program Director F. S. Goldsmith

Agency Address 2301 South Third Street - Louisville, Kentucky 40208

REIMBURSEMENT CLAIM FOR PERIOD OF July 1, 1974 TO June 30, 1975

		Funded Budget	Balance At Start Of Period	Current Claims	Balance
101	Payroll Salaries	4,000		4,000	
104	Contracted Prof. Services	6,500		1,943	4,557
109	Occasional Labor				
	TOTAL PERSONAL SERVICES	10,500		5,949.00	4,557
301	Postage, Freight and Express				
302	Telephone and Telegraph				
304	Travel - (In-State)			64.24	
305	Printing and Advertising				
306	Utilities				
307	Maint. of Vehicles and Equip.				
308	Maint. of Build. and Grounds				
309	Athletics				
310	Laundry and Cleaning				
315	Out-of-State Travel Expenses				
321	Office Supplies			32.65	
324	Motor Fuels				
325	Heating Fuels				
326	Clothing and Personal Supplies				
327	Janitor Supplies				
328	Medical Supplies				
330	Commerical Supplies				
334	Classroom Supplies				
351	Rental of Building				
352	Rental of Equipment				
353	Insurance				
354	Bonds (Surety, Fidelity, Etc.				
356	Grants				
364	AV/TV Supplies			979.30	
371	Subscriptions - (Non-Library)				
372	Miscellaneous			45.00	
	Food Supplies			36.19	
	TOTAL CURRENT OPERATING EXPENSES				

		Funded Budget	Balance At Start Of Period	Current Claims	Balance
601	Furniture, Fixtures and Equip.				
604	Instruments and Apparatus				
605	Motor Vehicles				
606	Bldgs. and Fixed Equip.				
607	Books for Institutions & Libraries				
609	Other Capital Outlay				
	TOTAL CAPITAL OUTLAY				
	TOTAL ANTICIPATED EXPENDITURES				